



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10261191
SAU: Brunswick School Department
School: Coffin School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

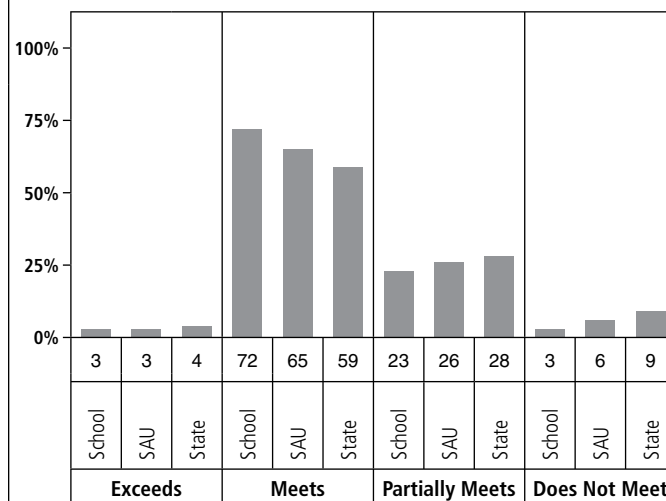
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

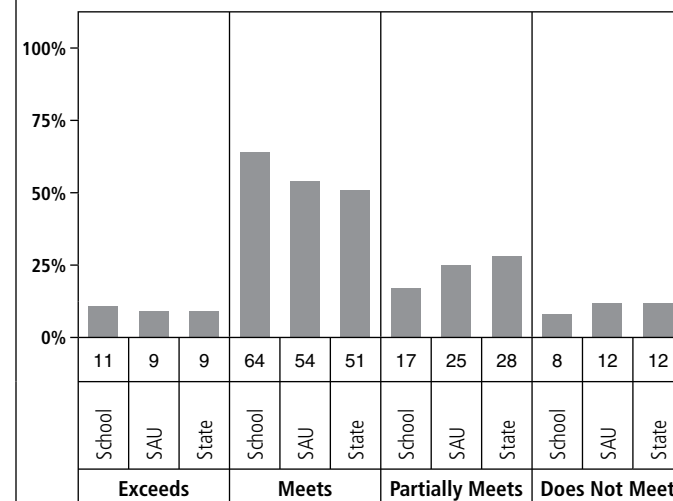
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	444	444	444
2006–2007	445	445	445
2007–2008	447	445	445
Cum. Avg. *	445	445	445
Mathematics			
2005–2006	446	446	444
2006–2007	449	446	445
2007–2008	449	446	445
Cum. Avg. *	448	446	445
Science & Technology			
2005–2006	444	443	444
2006–2007	445	445	444
2007–2008	445	443	444
Cum. Avg. *	445	444	444

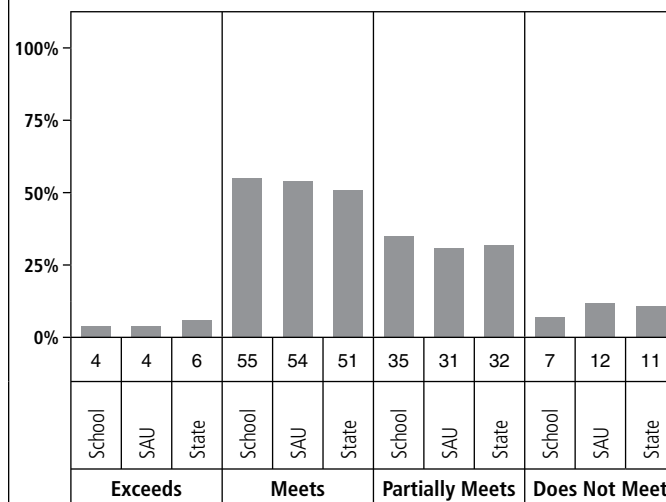
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	76	100	217	100	14207	100	76	100	217	100	14181	100	76	100	217	100	14123	100	76	100	217	100	14115	99										
Ethnicity African American/Black	10	13	11	5	390	3	10	100	11	100	388	99	10	100	11	100	388	99	10	100	11	100	386	99										
American Indian or Native Alaskan	2	3	3	1	101	1	2	100	3	100	101	100	2	100	3	100	101	100	2	100	3	100	101	100										
Asian or Pacific Islander	4	5	9	4	263	2	4	100	9	100	259	98	4	100	9	100	262	100	4	100	9	100	262	100										
Hispanic	8	11	12	6	170	1	8	100	12	100	168	99	8	100	12	100	166	98	8	100	12	100	166	98										
Caucasian/White	52	68	182	84	13282	93	52	100	182	100	13264	100	52	100	182	100	13205	100	52	100	182	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	8	11	34	16	2524	18	8	100	34	100	2514	100	8	100	34	100	2498	99	8	100	34	100	2494	99										
Current LEP	5	7	8	4	385	3	5	100	8	100	377	98	5	100	8	100	383	99	5	100	8	100	380	99										
Economically disadvantaged	29	38	71	33	5587	39	29	100	71	100	5569	100	29	100	71	100	5538	99	29	100	71	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	56	74	164	76	10755	76	50	66	160	74	10730	76	56	74	164	76	10776	76						
Identified disability (PET/IEP)	1	2	3	2	375	3	1	2	3	2	374	3	1	2	3	2	384	4						
LEP	1	2	1	1	148	1	1	2	1	1	148	1	1	2	1	1	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	19	25	49	23	3298	23	25	33	53	24	3267	23	19	25	49	23	3215	23						
Identified disability (PET/IEP)	6	32	27	55	2013	61	6	24	27	51	1998	61	6	32	27	55	1986	62						
LEP	4	21	7	14	225	7	4	16	7	13	233	7	4	21	7	14	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	10	53	18	37	1046	32	16	64	22	42	1023	31	10	53	18	37	987	31						
Participation through alternate assessment (PAAP)	1	1	4	2	126	1	1	1	4	2	126	1	1	1	4	2	124	1						
Identified disability (PET/IEP)	1	100	4	100	126	100	1	100	4	100	126	100	1	100	4	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	3	4	10	4	601	4
	2006-2007	4	5	10	4	507	4
	2007-2008	2	3	7	3	559	4
	Cum. Total*	9	4	27	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	41	54	136	56	7910	57
	2006-2007	52	66	173	67	8749	63
	2007-2008	54	72	138	65	8308	59
	Cum. Total*	147	64	447	63	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	26	34	71	29	3970	29
	2006-2007	16	20	52	20	3467	25
	2007-2008	17	23	55	26	3922	28
	Cum. Total*	59	26	178	25	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	6	8	24	10	1421	10
	2006-2007	7	9	25	10	1165	8
	2007-2008	2	3	13	6	1264	9
	Cum. Total*	15	7	62	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.5	65.6	30.3	63.1	29.7	61.9
Literary Text	24	50	16.5	68.8	15.6	65.0	15.5	64.6
Informational Text	24	50	15.0	62.5	14.7	61.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	2	3	54	72	17	23	2	3	447	213	3	65	26	6	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	10	0	0	6	60	4	40	0	0	442	11	0	55	45	0	441	384	1	36	35	28	438
American Indian or Native Alaskan	2										3						101	1	46	44	10	442
Asian or Pacific Islander	4										9	22	33	44	0	449	259	6	61	22	11	445
Hispanic	8	0	0	6	75	2	25	0	0	446	12	0	67	25	8	444	164	0	45	38	16	440
Caucasian/White	51	1	2	39	76	9	18	2	4	447	178	3	67	24	7	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	5	71	0	0	441	30	3	20	50	27	435	2388	0	29	44	26	437
No	68	2	3	52	76	12	18	2	3	447	183	3	72	22	3	447	11665	5	65	25	6	446
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	444	8	0	50	38	13	440	373	1	32	35	32	436
No	70	2	3	50	71	16	23	2	3	447	205	3	65	25	6	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	28	0	0	15	54	13	46	0	0	443	67	0	46	42	12	441	5502	1	47	37	14	441
No	47	2	4	39	83	4	9	2	4	449	146	5	73	18	3	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	75	2	3	54	72	17	23	2	3	447	213	3	65	26	6	445	14048	4	59	28	9	445
Gender																						
Female	38	2	5	24	63	11	29	1	3	447	119	4	62	29	4	445	6959	5	61	26	8	446
Male	37	0	0	30	81	6	16	1	3	447	94	2	68	21	9	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										3						1890	0	37	46	17	439
No	75	2	3	54	72	17	23	2	3	447	210	3	65	26	6	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	75	2	3	54	72	17	23	2	3	447	213	3	65	26	6	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Brunswick School Department
 School: Coffin School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	447	3	0	67	33	0	445	5	1	42	36	21	440
B. less than one hour	79	2	3	40	68	15	25	2	3	447	75	3	64	26	7	445	74	4	62	27	7	445
C. one to two hours	19	0	0	12	86	2	14	0	0	447	21	4	71	22	2	446	18	5	59	29	7	446
D. more than two hours	0										1	0	0	50	50	432	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	1	4	19	73	4	15	2	8	448	27	2	68	19	11	446	30	6	63	24	7	446
B. They match some of what I have learned.	53	1	3	30	77	8	21	0	0	447	52	5	70	23	2	447	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	0	0	3	60	2	40	0	0	444	14	0	50	40	10	442	12	2	46	37	15	441
D. There is no match.	5	0	0	1	25	3	75	0	0	440	7	0	43	43	14	438	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	1	3	28	85	4	12	0	0	450	43	5	78	14	2	449	35	7	66	20	6	448
B. good	45	1	3	24	71	8	24	1	3	446	43	1	62	32	5	444	51	3	60	29	7	445
C. fair	8	0	0	2	33	3	50	1	17	437	11	4	48	30	17	441	12	1	44	40	16	440
D. poor	3	0	0	0	0	2	100	0	0	438	3	0	0	71	29	432	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	9	75	3	25	0	0	447	18	0	43	35	22	440	19	2	46	34	17	442
B. about the same as my regular schoolwork	59	2	5	32	73	9	20	1	2	448	59	6	67	26	2	447	62	5	64	26	5	446
C. easier than my regular schoolwork	25	0	0	13	68	5	26	1	5	445	23	0	78	16	6	445	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	4	0	0	2	67	1	33	0	0	448	8	0	29	41	29	434	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	53	0	0	29	74	8	21	2	5	446	51	2	64	28	6	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	43	1	3	23	72	8	25	0	0	447	41	5	74	20	2	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	14	82	3	18	0	0	448	17	0	81	17	3	447	18	7	64	22	7	447
B. 20 minutes to an hour	45	1	3	27	79	6	18	0	0	448	59	5	67	24	4	446	55	4	64	26	6	446
C. less than 20 minutes	20	1	7	8	53	4	27	2	13	445	14	3	41	38	17	441	14	2	53	33	12	443
D. I rarely read at home.	12	0	0	5	56	4	44	0	0	442	10	0	57	33	10	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	1	4	18	64	7	25	2	7	446	28	3	55	22	19	442	23	3	50	34	13	442
B. six to ten pages	20	0	0	14	93	1	7	0	0	448	21	0	70	27	2	446	25	3	60	29	8	444
C. eleven or more pages	43	1	3	22	69	9	28	0	0	446	51	5	69	25	1	447	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										25	0	100	0	0	442						
B.	100	0	0	0	0	1	100	0	0	436	25	0	0	100	0	436						
C.	0										25	0	0	100	0	440						
D.	0										25	0	100	0	0	448						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	11	27	11	1294	9
	2006-2007	8	10	22	8	1054	8
	2007-2008	8	11	20	9	1321	9
	Cum. Total*	24	10	69	10	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	41	54	133	55	7000	50
	2006-2007	50	63	148	57	7394	53
	2007-2008	48	64	115	54	7079	51
	Cum. Total*	139	60	396	55	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	20	42	17	3784	27
	2006-2007	16	20	59	23	3729	27
	2007-2008	13	17	53	25	3955	28
	Cum. Total*	44	19	154	22	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	12	16	39	16	1894	14
	2006-2007	5	6	31	12	1735	12
	2007-2008	6	8	25	12	1642	12
	Cum. Total*	23	10	95	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	9.9	66.0	9.5	63.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.1	65.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	9.9	70.7	9.6	68.6	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	8	11	48	64	13	17	6	8	449	213	9	54	25	12	446	13997	9	51	28	12	445
Ethnicity																						
African American/Black	10	1	10	3	30	2	20	4	40	440	11	9	27	27	36	439	386	4	26	34	36	434
American Indian or Native Alaskan	2										3						101	3	46	41	11	442
Asian or Pacific Islander	4										9	22	44	33	0	448	262	14	51	23	12	447
Hispanic	8	0	0	6	75	1	13	1	13	450	12	8	58	17	17	447	162	4	41	34	21	440
Caucasian/White	51	6	12	36	71	8	16	1	2	451	178	9	55	25	11	446	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	1	14	1	14	2	29	3	43	436	30	3	23	30	43	432	2372	3	31	36	30	436
No	68	7	10	47	69	11	16	3	4	451	183	10	59	24	7	448	11625	11	54	27	8	447
Current LEP																						
Yes	5	0	0	3	60	2	40	0	0	446	8	0	38	50	13	439	381	4	33	28	35	435
No	70	8	11	45	64	11	16	6	9	449	205	10	55	24	12	446	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	28	1	4	19	68	3	11	5	18	445	67	3	42	33	22	439	5472	5	41	35	19	440
No	47	7	15	29	62	10	21	1	2	452	146	12	60	21	7	449	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	75	8	11	48	64	13	17	6	8	449	213	9	54	25	12	446	13992	9	51	28	12	445
Gender																						
Female	38	3	8	23	61	8	21	4	11	447	119	9	50	28	13	445	6933	9	50	29	12	445
Male	37	5	14	25	68	5	14	2	5	451	94	10	60	21	10	447	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										3						1890	2	34	41	23	438
No	75	8	11	48	64	13	17	6	8	449	210	10	55	24	11	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	75	8	11	48	64	13	17	6	8	449	213	9	54	25	12	446	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	454	3	17	67	0	17	449	5	6	34	33	27	438
B. less than one hour	79	8	14	36	61	10	17	5	8	449	75	12	53	23	12	446	74	10	52	28	10	446
C. one to two hours	19	0	0	10	71	3	21	1	7	447	21	0	60	33	7	445	18	10	52	28	10	446
D. more than two hours	0										1	0	0	50	50	429	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	6	18	23	70	3	9	1	3	453	35	16	59	15	10	450	38	13	56	23	8	448
B. They match some of what I have learned.	51	2	5	22	58	10	26	4	11	446	50	6	55	31	8	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	3	0	0	1	50	0	0	1	50	440	12	8	42	27	23	439	10	4	35	39	22	439
D. There is no match.	3	0	0	2	100	0	0	0	0	455	3	0	50	33	17	440	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	51	6	16	24	63	6	16	2	5	451	38	16	56	19	9	449	35	16	55	20	8	449
B. good	41	2	6	21	68	6	19	2	6	450	49	7	54	28	12	445	48	7	52	31	11	445
C. fair	7	0	0	3	60	0	0	2	40	437	11	0	58	29	13	441	14	3	41	38	18	440
D. poor	1	0	0	0	0	1	100	0	0	438	1	0	0	67	33	431	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	10	77	1	8	2	15	445	16	0	52	24	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	56	6	15	23	56	9	22	3	7	450	57	11	51	27	11	447	64	10	54	28	9	446
C. easier than my regular schoolwork	26	2	11	14	74	3	16	0	0	452	27	13	66	20	2	450	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	0	0	10	50	6	30	4	20	441	25	6	37	38	19	440	23	8	47	29	16	443
B. two or three days a week	28	3	14	15	71	3	14	0	0	453	26	15	59	20	6	450	36	11	54	27	9	447
C. two or three times each month	26	4	21	13	68	1	5	1	5	454	29	13	60	17	10	449	25	10	53	27	10	446
D. never or almost never	19	1	7	9	64	3	21	1	7	448	21	2	61	27	9	446	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	1	25	1	25	2	50	439	2	0	20	20	60	435	5	3	30	33	33	436
B. two or three days a week	11	1	13	6	75	0	0	1	13	449	10	25	55	10	10	452	19	8	50	30	12	445
C. two or three times each month	30	0	0	17	77	5	23	0	0	449	25	6	63	23	8	447	38	11	55	26	8	447
D. never or almost never	54	6	15	24	60	7	18	3	8	450	63	8	53	29	11	445	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	1	10	5	50	2	20	2	20	446	11	5	32	41	23	441	8	3	33	38	25	438
B. 30–45 minutes	21	0	0	10	67	4	27	1	7	447	34	7	54	26	13	444	27	6	48	33	13	443
C. 45–60 minutes	49	6	17	24	67	4	11	2	6	452	46	13	61	19	7	449	38	11	54	26	9	447
D. more than 60 minutes	16	1	8	7	58	3	25	1	8	447	9	6	44	39	11	443	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										25	0	0	100	0	440						
B.	100	0	0	0	0	0	0	1	100	428	25	0	0	0	100	428						
C.	0										25	0	100	0	0	444						
D.	0										25	0	100	0	0	450						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	5	13	5	751	5
	2006-2007	8	10	24	9	963	7
	2007-2008	3	4	9	4	882	6
	Cum. Total*	15	7	46	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	45	59	120	50	7251	52
	2006-2007	40	51	134	52	6824	49
	2007-2008	41	55	114	54	7130	51
	Cum. Total*	126	55	368	52	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	17	22	80	33	4514	32
	2006-2007	23	29	70	27	4382	32
	2007-2008	26	35	65	31	4433	32
	Cum. Total*	66	29	215	30	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	10	13	28	12	1458	10
	2006-2007	8	10	32	12	1735	12
	2007-2008	5	7	25	12	1546	11
	Cum. Total*	23	10	85	12	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	8.0	66.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.4	61.7	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.4	61.7	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.0	66.7	7.7	64.2	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	75	3	4	41	55	26	35	5	7	445	213	4	54	31	12	443	13991	6	51	32	11	444
Ethnicity																						
African American/Black	10	0	0	5	50	3	30	2	20	441	11	0	45	27	27	439	385	2	27	35	36	434
American Indian or Native Alaskan	2										3						101	3	44	44	10	441
Asian or Pacific Islander	4										9	11	44	33	11	446	262	5	52	28	14	443
Hispanic	8	0	0	4	50	3	38	1	13	440	12	0	50	25	25	438	162	2	38	39	21	439
Caucasian/White	51	3	6	29	57	17	33	2	4	446	178	4	54	31	10	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	442	30	7	27	27	40	434	2370	2	32	41	25	437
No	68	3	4	37	54	24	35	4	6	445	183	4	58	31	7	445	11621	7	55	30	8	445
Current LEP																						
Yes	5	0	0	2	40	3	60	0	0	442	8	0	25	38	38	434	379	1	25	35	39	433
No	70	3	4	39	56	23	33	5	7	445	205	4	55	30	11	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	28	0	0	9	32	16	57	3	11	439	67	0	31	49	19	437	5470	3	41	39	18	440
No	47	3	6	32	68	10	21	2	4	448	146	6	64	22	8	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	75	3	4	41	55	26	35	5	7	445	213	4	54	31	12	443	13986	6	51	32	11	444
Gender																						
Female	38	1	3	19	50	14	37	4	11	443	119	4	50	34	12	443	6929	6	49	33	12	443
Male	37	2	5	22	59	12	32	1	3	446	94	4	57	27	12	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										3						1888	1	32	44	23	437
No	75	3	4	41	55	26	35	5	7	445	210	4	54	30	11	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	75	3	4	41	55	26	35	5	7	445	213	4	54	31	12	443	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Brunswick School Department
School: Coffin School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	2	100	0	0	440	3	0	50	33	17	442	5	4	37	36	22	439
B. less than one hour	79	3	5	31	53	21	36	4	7	445	75	5	52	32	11	444	74	6	53	31	10	444
C. one to two hours	19	0	0	10	71	3	21	1	7	444	21	2	64	27	7	445	18	7	52	32	8	445
D. more than two hours	0										1	0	0	0	100	426	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	16	0	0	9	75	3	25	0	0	448	16	9	56	24	12	445	24	9	53	28	10	446
B. They match some of what I have learned.	56	2	5	23	56	13	32	3	7	444	44	4	56	31	9	445	49	6	54	31	9	445
C. They match just a little of what I have learned.	22	1	6	6	38	8	50	1	6	443	30	3	51	37	10	443	21	4	47	36	13	442
D. There is no match.	5	0	0	2	50	1	25	1	25	443	9	0	53	16	32	440	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	28	1	5	13	62	6	29	1	5	446	20	7	57	24	12	444	25	9	53	27	10	446
B. good	53	1	3	23	59	13	33	2	5	445	53	4	58	29	8	445	54	6	55	30	9	445
C. fair	18	1	8	5	38	6	46	1	8	443	25	2	48	38	12	442	19	3	43	40	15	441
D. poor	1	0	0	0	0	0	0	1	100	428	2	0	0	0	100	427	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	26	1	5	11	58	6	32	1	5	446	25	4	57	24	16	443	22	5	45	35	15	442
B. about the same as my regular schoolwork	67	2	4	27	56	16	33	3	6	445	61	5	52	35	8	444	62	7	53	31	9	445
C. easier than my regular schoolwork	7	0	0	3	60	1	20	1	20	442	14	3	66	17	14	445	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	24	2	11	8	44	8	44	0	0	445	15	6	38	41	16	441	24	7	48	33	12	444
B. a few times a week	36	1	4	18	67	6	22	2	7	446	49	5	58	28	9	445	53	7	54	31	9	445
C. once a week	11	0	0	7	88	0	0	1	13	447	8	0	65	18	18	442	9	6	46	33	15	442
D. a few times a month	28	0	0	8	38	11	52	2	10	442	27	4	53	32	12	444	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	36	0	0	14	54	9	35	3	12	443	22	0	51	29	20	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	27	0	0	11	55	9	45	0	0	444	28	0	46	44	10	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	14	0	0	6	60	4	40	0	0	446	21	9	57	25	9	446	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	23	3	18	9	53	3	18	2	12	447	29	8	62	22	8	447	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										25	0	100	0	0	454						
B.	100	0	0	0	0	0	0	1	100	420	25	0	0	0	100	420						
C.	0										25	0	0	100	0	434						
D.	0										25	0	100	0	0	446						